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ABSTRACT

The handbook outlines a course of study in social studies for grade 1. The overall course objective is to teach children about the family's needs, the ways in which it satisfies them, and the interdependence of people in families and communities. Questioning techniques are used throughout the course. Questions which develop student thinking competencies such as observing and data gathering, analysis, synthesis, prediction, and value-seeking are provided. Learning activities suggested include games, field trips, role playing, art activities, and discussion. Among the topics treated are the following: family needs such as food, shelter, transportation, recreation, and clothes; a comparative study of American and Mexican children; and map skills. Course objectives, instructional materials needed to meet objectives, teaching strategies, class activities, and evaluation criteria are provided for each topic. (RM)

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SOCIAL STUDIES HANDBOOK

FIRST GRADE

OFFICE OF
THE COUNTY SUPERINTENDENT OF SCHOOLS
VENTURA COUNTY
COURTHOUSE
VENTURA, CALIFORNIA

JAMES F. COWAN
Superintendent
1971

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FOREWORD

A primary purpose of *PROJECT COORDINATION* is to reduce the duplication of effort made by school districts in establishing major goals and instructional objectives for learners. Four task forces, representative of the six districts in Ventura County participating in *CESAA PROJECT EVALUATION*, were organized in January, 1971, to consider goals in mathematics, reading, language arts and social studies, and to develop performance objectives for these goals.

The Social Studies Handbooks, or guides, are the third set of publications produced by a task force team. Each grade level, K-8, will be bound individually and is designed to serve as a guide and reference material for teachers. One *MAIN or ORGANIZING IDEA* is developed in considerable detail, with other ideas merely suggested (the limitation of time did not permit more than this). This handbook not only suggests objectives and evaluation, but also outlines teaching strategies and materials needed to meet the objectives.

A special note of appreciation is extended to the teachers and administrators on the Social Studies Task Force for the many hours of time they expended to complete this document.

James F. Cowan
County Superintendent of Schools

JANICE LEASE Simi Valley Unified District .. Kindergarten Section
JANET REELING Pleasant Valley District First Grade Section
DOROTHY ENGLAND Ocean View District Second Grade Section
CLARICE DELORETTA .. Simi Valley Unified District .. Second Grade Section
M. LOU JOHNSON Timber District Third Grade Section
WINNOGENE PRUSS ... Formerly Simi Valley Unified .. Fourth Grade Section
now Santa Ana School District
ESTHER SCHULTHEIS . Simi Valley Unified District ... Fourth Grade Section
SHEILA BRADY Ventura Unified District Fifth Grade Section
CARL WITT Valley Oaks District Fifth Grade Section
ELLEN LEE Simi Valley Unified District ... Sixth Grade Section
EUGENIE HOWARD Pleasant Valley District Sixth Grade Section
THELMA HUFF County Office Seventh Grade Section
BILL PONTICELLI Valley Oaks District Eighth Grade Section
ALTA NIELSEN Simi Valley Unified District..Chairman of Task Force
THEODORA SHOESMITH County Office Advisor and Coordinator
to Task Force

The Social Studies program for children at the K-2 grade level is focused on the essential characteristics of man and human society: or MANKIND:
MAN'S DISTINCTIVE CHARACTERISTICS.

In our rapidly changing society in the seventies it is no longer sufficient to impart knowledge of the world as it is or as it was, or to have students grapple with current social programs. Students need to develop thinking competencies needed to deal with the different realities and problems of the future as well as understanding the realities and problems of today.

Society is changing and will continue to change rapidly, but the ways in which people seek to understand it will remain much more constant. With this in mind, we have tried to indicate teaching strategies that will equip children with tools that will help them to continue to develop new concepts and change existing ones as they inquire about their world, past, present or future.

The types of questions asked determine the level of thinking involved in the response:

What happened?

How was it done?

Did anything else happen?

(Observing and data gathering)

What made this a problem?

Is there anything else we ought to remember?

What about other people?

(Analysis)

What do you think was the biggest problem?

(Synthesis)

What might they have done?

What would have probably happened if they did?

(Prediction)

What difference does it make?

Who cares what they did?

(Value-Seeking)

Following are listed the levels of understanding according to BLOOMS' TAXONOMY in the cognitive and affective domains:

COGNITIVE DOMAIN AND VERB INFINITIVES

<i>knowledge</i>	to define, to distinguish, to know, to identify, to recall, to recognize, to be conscious of, to match, to memorize, to listen for
<i>comprehension</i>	to translate, to transform, to illustrate, to change, to restate, to interpret, to rearrange, to demonstrate, to name (label), to explain, to express
<i>application</i>	to apply, to generalize, to choose, to organize, to use, to transfer, to restructure, to classify, to order (arrange in sequence), to dramatize, to illustrate.
<i>analysis</i>	to discriminate, to categorize, to perceive, to deduce, to analyze, to compare, to describe, to differentiate, to diagram
<i>synthesis</i>	to write, to produce, to create, to originate, to design, to modify, to develop, to formulate, to construct, to compose, to plan, to manipulate
<i>evaluation</i>	to judge, to evaluate, to appraise, to consider, to weigh, to rate

AFFECTIVE DOMAIN AND VERB INFINITIVES

<i>receiving</i>	to accept, to share, to listen
<i>responding</i>	to approve, to volunteer, to applaud, to spend leisure time in, to acclaim
<i>valuing</i>	to increase measured proficiency in, to support, to debate, to argue, to choose
<i>organization</i>	to discuss, to abstract, to define, to formulate
<i>characterization by value</i>	to revise, to change, to complete, to be rated high by peers in, to be rated high by teacher in, to resolve

SOME SOCIAL STUDIES TERMS DEFINED AND/OR CLARIFIED:

Main Idea

People provide for their basic needs in different ways.

Change

Change is a condition of human society; societies rise and fall; value systems improve or deteriorate, the tempo of change varies with cultures and periods of history.

*Basic Human
Needs*

Through all time and in all regions of the world, man has worked to meet common basic human needs and to satisfy common desires and aspirations.

Interdependence

Interdependence is a constant factor in human relationships. The realization of self develops through contact with others. Social groupings of all kinds develop as a means of group cooperation in meeting individual and societal needs.

*Effects of
Culture*

The culture under which an individual is reared and the social group to which he belongs exert great influence on his ways of perceiving, thinking, feeling, and acting.

*Man and
Environment*

One of the factors affecting man's mode of life is his natural environment. Weather and climate and regional differences in land forms, soils, drainage, and natural vegetation largely influence the relative density of population in the various regions of the world.

SOME MORE DEFINITIONS:

Generalization

A generalization might be defined as a statement with wide applicability in the form of sentences describing a relationship among the abstracted common qualities in a number of instances. The generalizations in the curriculum are statements about human behavior which are selected because of their wide applicability in an area of inquiry.

*Organizing Idea
or
MAIN IDEA*

In this curriculum the term *ORGANIZING IDEA* or *MAIN IDEA* is used on an idea which is an example of the relationships stated in the generalization, and around which the content sample and the teaching learning activities are organized.

*Supporting
Ideas*

Supporting Ideas are conclusions that children reach on their way to arriving at the generalization.

*Concept Words
and Concepts*

A concept is a one-word idea understood at varying levels.

Inferring

Inferring refers to the task which requires students to go outside collected data, interpret, infer and generalize about data. Thru carefully organized question sequences students are asked to compare and contrast data they have previously collected, formulate inferences on the basis of these data and state a generalization they feel is warranted (see framework).

Generalizations	Concepts & Settings	Evaluation
PEOPLE DEPEND UPON EACH OTHER FOR SATISFACTION OF BASIC NEEDS; THE MORE COMPLEX THESE NEEDS, THE MORE INTERDEPENDENT PEOPLE BECOME.	Needs Spending money Dwellings Expansion Neighbors Construction Respect for all workers	The children show the ability to orally list, group and label some basic needs of their families.
Supporting Ideas: Man interacts within a community to utilize available resources.	Interdependence Cooperation Safety Planning Measurement Maps	The students are able to see more flexible ways of grouping. The children are able to perceive different and unique relationships in their groupings.
A community consists of interdependent groups and individuals. Members of a community demand certain goods and services.	Adaptation to environment Comparison	The children can identify different kinds of dwellings and draw inference about the purposes of their structures.
The families in a community depend on each other for goods and services wanted and produced.	<u>Settings</u>	The children can infer the reasons for new growth in their neighborhood. The children can state effects of expansion on their own neighborhood and give reasons to support these statements.
To meet their wants and needs, communities make use of their resources of their own and other communities.	Members of class Family Neighborhood Community Homes Rulers Classroom American homes Homes with different cultural background	The children can make generalizations about the causes and effects of expansion. The children can list five workers important to building a house. They can demonstrate the use of those tools used in the building of a house. The children can construct a floor plan of their own homes and explain the functions of each room.
		The children can measure to the inch and half-inch.

Reference will be made to these notes throughout this unit.

1. Jot down a sentence about each child's picture to write at the bottom later. Save all the pictures for later use in the study of different needs and to incorporate them into a book. (See Learning Activities, page 7)
2. CONCEPT DEVELOPMENT: This teaching strategy consists of sequentially ordered questions to provide a focus for the student's responses. Concepts are formed as students respond to questions that require them to enumerate (list) items; to find a basis for grouping items that are similar in some respect; to identify the common characteristics of items in a group; to label the groups; and to subsume items that they have enumerated under these labels. One way to encourage flexibility is to have the children start again with their list of items and regroup them differently than before.
3. SIMILARITIES and DIFFERENCES: Helping children learn how to compare and contrast bodies of data is one of the most important teaching strategies for developing significant generalizations. It provides the opportunity for children to look for similarities and differences among two or more contrasting samples. The steps are as follows: enumerate data from previous experiences; identify similarities and differences related to particular items in the data; state reasons which support these similarities and differences; and make generalizations about the data based on the similarities and differences relationships discussed. Always have in mind the generalizations you expect from the children. You should also identify the type of generalization you are seeking from them. As the children become more proficient in this strategy, you would expect more complex generalizations to appear.
4. CAUSE and EFFECT: This type of discussion focuses on making inferences, explanations of inferences or facts, and generalizations about cause and effect. You will find it similar to the similarities and differences strategy. The plan is laid out in the same general format. Here are the steps: enumerate data from previous experiences; identify causes and effects related to particular items in the data; state reasons which support these relationships; and make generalizations about the data based on these relationships.

1 Subsume -- Your purpose in this step is to help the children discover that items can sometimes be placed under more than one of the groups that they have formed.

A.	FRAMEWORK STATEMENT: Mankind: Man's Distinctive Characteristics
MAIN IDEA: Individuals use the human and economic resources available to them. OBJECTIVE: <i>The children will demonstrate a knowledge of a family's needs and the ways in which it satisfies them; and they will demonstrate an understanding of the interdependence of people in families and communities by illustrating, listing, constructing and dramatic play.</i>	
	Learning Activities and Teaching Strategies
OPENER: Initiation of CONCEPT DEVELOPMENT STRATEGY Ask the children to draw to the question: <i>What do families spend money for?</i> Guide the children to include these five basic needs in their pictures: <u>shelter</u>, <u>food</u>, <u>transportation</u>, <u>recreation</u>, and <u>clothing</u>. Let the children tell about the contents of their pictures and stand the pictures along the chalkledge. (See Notes to Teachers #1) The next day, remind the children of the question, quickly review the content of the pictures, and ask: <i>Are there some pictures that seem to belong together? What makes you think so? Why do you think they go together?</i> After the pictures have been grouped to the children's satisfaction, ask: <i>Can you think of a good name for this group?</i> Continue until all groups have been named. Accept as many names as the children can think of. Subsume items under more than one group. (See Notes to Teachers) The children then identify different and unique bases for grouping. (See Notes to Teachers #2). Ask: <i>Do you see a new and different way our items could be grouped? Why did you group these items this new way?</i> SHELTER: Display those pictures children have drawn illustrating shelter. Discuss why homes are important to us. Note likenesses and differences among those homes pictured. NEIGHBORHOOD WALK: (Try to find some new homes being built.) Tell the children they are to look for the different kinds of homes, materials being used in the construction of a new home, any workers they observe at the site, any machinery or tools, etc. Upon return, ask: <i>How many different kinds of homes did you see on our walk?</i> Elicit concepts of one-family homes, apartments, trailers, etc. If there was not a large variety, you might want to post pictures to aid in the discussion. (continued)	Materials <u>Taba, Hilda; Social Studies Curriculum, Grade 1 - The Family, Addison Wesley</u> <u>Songs: Songs of Home, Neighborhood and Community</u> <u>Poetry Anthology: V Is For Verses, Odille Ousley, Ginn and Company</u> <u>Stone, Voices of Families, page 14</u> <u>Film: Shelter</u> <u>We Live in a Trailer</u> <u>Neighborhoods are Different</u> <u>Let's Build a House</u> <u>Building a House</u> <u>Filmstrip: All Kinds of Houses</u>

A. (continued)

MAIN IDEA: Individuals use the human and economic resources available to them.

COJECTIVE: The children will demonstrate a knowledge of a family's needs and the ways in which it satisfies them; and they will demonstrate an understanding of the interdependence of people in families and communities by illustrating, listing, constructing and dramatic play.

Learning Activities and Teaching Strategies

Ask: How were these homes alike? Why do you think that? How were they different? Why do you say that? From what we have been talking about, what can you tell me about the homes in our community? (See Notes to Teachers #3)

Focus attention on the new homes being built and ask: Why do you think these new homes are being built in our neighborhood? Why do you think that is so? (Elicit as many reasons as the children can give. From all the different reasons that have been given, what do you think is the main reason for these new homes being built?)

What do you think might happen because of this new development and new families moving in? Why do you think that? (Elicit as many statements of effect and reasons as the children can give.) From all that we have been saying, what main thing will happen because of these new homes?

Now, let's think back to what we have been saying about our neighborhood. From all the reasons we have given for the new growth and what will happen because of this, what main idea did you get from our discussion? (See Notes to Teachers #4)

Invite the builder to visit your room and bring a blueprint or floor plan map to help the children understand the pre-planning involved in building a new house. Have him explain the sequence of building a house. His presentation might also include all the workers involved, the tools and machinery. This might be a good opportunity to revisit the site to witness the construction again to look for new and different things.

Have the children take a closer look at their own homes, the exterior as well as the interior. Let them bring in cardboard boxes and make a floor plan of their own homes. Use pieces of cardboard to divide rooms and draw in furniture with crayons.

Before initiating a unit on maps, the children need to familiarize themselves with the ruler. Introduce the ruler and its physical properties by having the children describe its color, shape and placement of numerals. Define inch, foot. Give children ample experience in measuring a variety of things in the classroom to the inch and half-inch.

What do you notice about the ruler? (Elicit many answers.)

FRAMEWORK STATEMENT: Mankind: Man's Distinctive Characteristics

Materials

Laidlaw, Families and Social Needs, pp. 25-33

Picture Sets: Laidlaw, People and Their Needs

Silver Burdett, The Earth, Home of People

County Library: Shelter

Books:

Burton, The Little House

DeRegniers, A Little House of Your Own

Fisher, Best Little House

Poems: Hilsabeck, Quiet Place

Miller, Houses

Laidlaw, Families and Social Needs, pp. 30-31

Poem: Gouled, My Houses

Stone, Voices of Tools and Machines, pp. 12-17

Filmstrip: Tools and Materials for Building a House

Music: Exploring Music:

"Johnny Works With One Hammer"

Growing With Music: "The Steam Shovel"

"Pound, Pound, Pound"

Cardboard boxes

Generalizations	Concepts & Settings	Evaluation
		The children are able to locate the desks, using a grid type device. *** The children are able to use data collected to plan a model community. *** The children are able to work in committees to illustrate their concepts. *** The children are able to illustrate by means of a chart the concepts derived from their study of American and Mexican homes. ***

B.

MAIN IDEA: Individuals use the human and economic resources available to them

OBJECTIVE: The children will demonstrate a knowledge of a family's needs and the ways in which it satisfies them; and they will demonstrate an understanding of the interdependence of people in families and communities by illustrating, listing, constructing and dramatic play.

FRAMEWORK STATEMENT: Mankind: Man's Distinctive Characteristics

Learning Activities and Teaching Strategies

Here is one activity to give children practice in measuring:

Materials: Rulers for each child--blank 12"x18" paper

Procedure: Let's play a ruler game. Follow the directions carefully and see how many drawings you can make correctly. (A lot of measuring practice must precede this game.)

Example: 1) Make a boat with a sail 3 inches high; 2) Make 4 stick men 2 inches high; 3) Make a 1 inch square; 4) Make a tree 6 inches tall; 5) Make a line 3 1/2 inches long; 6) etc.

Another pre-map activity is called "WHERE AM I?".

Materials: Butcher paper, crayons

Procedure: Arrange the desks in orderly rows and make a map of the classroom on a large piece of butcher paper to hang in front of the children. Give each child a dittoed copy of this map. It might look like this:



Each child should have the opportunity to locate his own desk on the big map. He may then color in his desk on the individual copy.

Adaptation: One day, as each child enters the classroom, hand him a card with a certain code such as: R3, S2. The child must find his new desk.

To expand the children's knowledge of maps and to further understanding of their neighborhood, initiate an interest in making a floor model using cardboard boxes. Place several empty boxes on the floor before the children come. Arrange some trees and a toy car or truck. Ask: What might these things be used for? What else? (Elicit many answers.)

Materials

Book: Liarni, Inch by Inch

Pamphlet: Suggested Activities and Games Relevant to Social Sciences, Simi Valley Unified District

Cards 2x3

Cardboard boxes

5. COMMITTEE WORK: In social science, grouping means organizing a class into work committees where children can learn to accept responsibility, cooperate, and contribute to a group project. The purpose of forming committees is to do a job that can be performed better by a group than by an individual or the whole class.

Keep in mind these points for smoother group functioning:

- a. Plan with the total group, ways in which to work together.
- b. Each child should be aware of his job and responsibility.
- c. Materials should be easily accessible.
- d. Storage arrangements should be arranged ahead of time.
- e. Each lesson should have a short planning period, work time, progress report and evaluation, and clean-up time.
- f. A signal may be used to indicate evaluation and clean-up times, such as a bell, or the flicker of lights.

When difficulties arise, do not be afraid to halt proceedings and evaluate what went wrong and how we can improve. You might want to develop charts to record rules and functionings.

Frequent regroupings tend to give variety in leadership and helps to prevent cliques. This also gives an outsider a chance to be accepted. The teacher is better able to observe children in a variety of situations.

Planning and evaluation should be a whole class participation.

To initiate group work, you may want to start with one group at a time. Make a small circle in a corner of the room and then plan with them how they can develop their project together. On the next day start with another group, etc.

Have preplanned work for rest of class to do. Have follow-up planned for committees who finish early.

As you come to know your children through observation, reading groups, etc., leadership qualities will appear readily in some children while others will require a readiness period. The same children should not be leaders all the time. Have a variety of abilities in each group. The children learn from each other and begin to recognize the worth of each individual contribution and have social concern for the less fortunate.

6.

This activity is connected with the strategy of Similarities and Differences. You might want to record the data gathered to show a comparison between two contrasting samples. Here is an example of what this comparative study might look alike, using pictures or script depending on the level of the children.

RETRIEVAL CHART

	Homes	Food	Transportation	Recreation	Clothing
In California					
In Mexico					

This is an on-going activity, so it should be displayed in a convenient place for the children to add information as it is collected.

Mexico was chosen because of the prevalence of people with Mexican origins in California. However, you might find a need to use another culture. This study may be done with any setting you may choose. In Harcourt Brace, Concepts and Values, and Stone's Voices, other settings are suggested.

As background for this study, and to clarify its purposes, the children have previously been exposed to many cultural backgrounds in UNIT ONE of HARCOURT BRACE. They have observed themselves and others, noted likenesses and differences between themselves and others, and have even explored the concept of race. In UNIT TWO, they compared and contrasted different environments of the Earth. This included urban and rural, tropical and desert, mountain and valley.

When the chart is completed, it is used for an interpretation of data experience. A question sequence is developed by the teacher to help the children interrelate points on the chart, see implications, and make inferences and generalizations.

The retrieval chart, then, has a two-fold purpose; it helps children to learn how to organize data and it serves as a visible tool to interpret data and generalize by relating the charted information.

Hilda Taba Social Studies Curriculum, Grade 1 - "The Family",
Addison Wesley, 1969

B. (continued)

MAIN IDEA: Individuals use the human and economic resources available to them.

OBJECTIVE: The children will demonstrate a knowledge of a family's needs and the ways in which it satisfies them; and they will demonstrate an understanding of the interdependence of people in families and communities by illustrating, listing, constructing and dramatic play.

FRAMEWORK STATEMENT: Mankind: Man's Distinctive Characteristics

Learning Activities and Teaching Strategies

From what we have learned so far about our community, what else could we add to this floor model?

COMMITTEE WORK: (See Notes to Teachers #5, page 12)

- Group 1: Plan and begin construction of houses
- Group 2: Plan and begin construction of trees
- Group 3: Plan and begin bulletin board, Needs of Our Families
- Group 4: Plan and begin frieze, Workers Who Build Houses
- Group 5: Plan and begin booklet, Different Kinds of Houses. They might use magazines and catalogs to collect pictures, or they might want to draw their own. A sentence could be written at the bottom to explain each type of home.

COMPARATIVE STUDY: (See Notes to Teachers #6) Read a book about Mexico or show a film about the homes found here. Note likenesses and differences among them. Discuss reason for the type of home found here. Have Mexican children bring in pictures and realia to illustrate data and develop concepts. Have them prepare a display and presentation. Parents could be possible resource people to help locate materials and information.

Begin a retrieval chart with data collected about homes. The children might illustrate as well as record data.

CREATIVE WRITING: Have children evaluate these settings for a home: a tree top, Sesame Street, the bottom of a sea, the highest mountain, the moon, along the yellow brick road, etc.

Some of your more capable children might want to begin a vocabulary chart with Spanish words and translations.

Materials

Durkin and Hardy: Teaching Strategies for Developing Children's Thinking: Interpretation of Data

Books: Darbois, Tacho, Boy of Mexico

Politi, Moy, Moy

Film: Mexican Boy--Story of Pablo

Spanish Children

Art Print: Mexican Pueblo

Picture Sets:

Mexico--The Cities

Mexico--The Countryside

Generalizations	Concepts & Settings	Evaluation
	Foods Neighbors <u>Settings</u> Family Health Children of Mexico	The children can categorize food into the four basic food groups. The children can name ten kinds of food and what they do to make us healthy. The children can name the four basic food groups and name five kinds of food that fall into each category. The children can demonstrate an appreciation for all kinds of food just by taste and smell.

C.

MAIN IDEA: Individuals use the human and economic resources available to them.

FRAMEWORK STATEMENT: Mankind: Man's Distinctive Characteristics

OBJECTIVE: The children will demonstrate a knowledge of a family's needs and the ways in which it satisfies them; and they will demonstrate an understanding of the interdependence of people in families and communities by illustrating, listing, constructing and dramatic play.

Learning Activities and Teaching Strategies

FOOD: Display those pictures illustrating food, from opener activity, and discuss what the children see in the pictures. Discuss the purpose of food in our lives.

Use pictures from textbook to aid in discussion: *What is happening in each of these photographs? How do you think each is alike? Have you eaten any of these foods?*

Discuss what we had for breakfast. Begin to make a list of foods that fall within the four basic food groups. Have children plan chart and either draw or find pictures to illustrate. (Continue to develop chart as study of food progresses.)

Have children display and examine their lunches brought to school. Compare these to lunches eaten at home. Have children categorize these foods into basic groups and add to chart.

Discuss food eaten at dinner last night and categorize these foods into groups. Add these to chart.

One kind of chart might be an accordion book that looks similar to this:

Use children's names and food groups.

	Brenda's Bread family		Mike's Milk Family	
--	-----------------------	--	--------------------	--

Write a letter to the school nurse inviting her to visit the classroom to speak about what foods are necessary for us to stay healthy. Write thank you note.

Using paper plates, have children plan model meals. Two ways of doing this are: Molding food from sawdust and wheatpaste mixture, painting and gluing to plates; or, have children draw or find pictures to paste on plates. Have children plan a display of these on the bulletin board.

Discussion: Are there some foods that may be used at more than one meal? Can you think of any food that does not fall under any category?

Materials

Food pictures

Stone: Voices of Families
pp. 16-19

Harcourt: p. 72

Films: Your Food
Eat for Health

Filmstrips: Learning About Food (with record)
Food for Good Health

Songs: "Nicholas Ned,"
Growing With Music

Poems: Turner, Nancy Byrd,
Popcorn Song
Field, Rachel, Vegetables

Picture Sets: Laidlaw,
People and Their Needs,
Numbers 1-4

A kit of materials may be ordered free of charge from the DAIRY COUNCIL. Write asking for catalog and application to:

Dairy Council of California
3900 West Third Street
Los Angeles, CA 90005
Your local school may have information about this kit.

C. (continued)

MAIN IDEA: Individuals use the human and economic resources available to them.

OBJECTIVE: *The children will demonstrate a knowledge of a family's needs and the ways in which it satisfies them; and they will demonstrate an understanding of the interdependence of people in families and communities by illustrating, listing, constructing and dramatic play.*

FRAMEWORK STATEMENT: Mankind: Man's Distinctive Characteristics

Learning Activities and Teaching Strategies

ACTIVITY: Have children draw pictures of their favorite food. Display them on chalkledge. Let the children compose riddles telling three things about their food. Each child tells his riddle and the others try to guess.

GAME: TOSS FOR HEALTHY FOODS

Procedure: A player stands behind the healthy food line, and tosses four bean bags, one at a time. If one falls on any BASIC FOUR FOOD area, the player gets 4 points. No points are scored in a poor nutrition area, and five points are deducted for the candy block. If the bean bag goes outside of the playing area, no points are earned. Players take turns tossing the bean bags until one player has 50 points.

5 OFF FOR CANDY			
4 BREADS	4 CEREALS	4 MEAT	
0 SODA	0 COFFEE	0 PIE	
4 MILK	4 CHEESE	4 FRUITS	4 VEGETABLES
TOSS FOR HEALTHY FOODS			

Materials

Butcher paper and bean bags

*Make chart for toss for
HEALTHY FOODS*

C. (continued) MAIN IDEA: Individuals use the human and economic resources available to them. OBJECTIVE: The children will demonstrate a knowledge of a family's needs and the ways in which it satisfies them; and they will demonstrate an understanding of the interdependence of people in families and communities by illustrating, listing, constructing and dramatic play.	FRAMEWORK STATEMENT: Mankind: Man's Distinctive Characteristics
Learning Activities and Teaching Strategies Some additional activities that might be inaugurated into the FOODS FOR HEALTH theme are: Make a long train on a bulletin board and have children label each train-- ENERGY, TEETH, SKIN, etc. Have the children draw pictures to go in each car. The children could make cutouts for a BASIC FOUR MOBILE. Make a FEELY-BEELY BOX. Have variety of foods in box, children feel and guess what it is, then tell basic food group. They could also smell the contents to guess the food. Have the children use descriptive words to give others clues to what it might be. The children might want to plan the surprise on other days. If colds are prevalent in your room, discuss foods containing VITAMIN C and develop a chart of health rules:  CHARLIE SNIFFLES SAYS: 1. 2. 3. 4. 5. Put a branch from a tree in dirt and hang different foods on it. OUR FOOD FOR HEALTH TREE. Paper Bag Puppets: Health playlet Bunny: Hop, hop, hop; run and play, Eat fresh vegetables every day. Squirrel: Quickly scamper and run pell-mell, But eat your food slowly and chew it well. Duck: Quack, quack, quack; do as I do, Drink plenty of water. Milk is good, too! Children may compose additional verses.	Materials Cardboard box covered with attractive paper. Cut hole in top. Glue top of old box inside hole. Chart paper - felt pen Branch for FOOD FOR HEALTH tree. Paper bags

C. (continued)

MAIN IDEA: Individuals use the human and economic resources available to them.

OBJECTIVE: The children will demonstrate a knowledge of a family's needs and the ways in which it satisfies them; and they will demonstrate an understanding of the interdependence of people in families and communities by illustrating, listing, constructing and dramatic play.

FRAMEWORK STATEMENT: Mankind: Man's Distinctive Characteristics

Learning Activities and Teaching Strategies

DENTAL HEALTH: Demonstrate proper way to brush. Make toothpaste--1 teaspoon salt, 3 teaspoons baking soda, a drop or two of oil of peppermint, wintergreen or cinnamon.

Try some creative writing: *How rabbits take care of their teeth.*

Bunny Party: Have children make bunny ears. Stress value of apples, celery and carrots.

Children relate Mexican foods with which they are familiar. Have mothers prepare some Mexican dishes and bring to school for a tasting party. Have all children describe taste, smell and compare to other food. *How are they alike or different?* Write thank you notes.

Add this data to retrieval chart.
Add to vocabulary chart.

Begin to discuss where we purchase our foods. Have the children relate from their own experience. Display pictures to aid discussion.

Role-Playing: Have some children play the role of "mothers" and some the role of "children." Have the "mothers" pretend to fix soup on a stove, or prepare sandwiches, and then serve it to the children. Ask: *Where did you get the food you used? How did it get to the store?*

Field Trip: Supermarket, Bakery, Roadside Market, etc.

Have children plan trip by charting questions they want to ask. Guide the questions along the lines of what you want to develop. *Where our food comes from? How it gets to the market?* The textbook has some pictures that will help along these lines.

Materials

Exhibit: Large toothbrush and set of teeth

Picture set: Defense Against the Common Cold

Film: Mexican Boy: Story of Pablo
You and Your Sense of Smell
and Taste

Song: Exploring Music,
"Shake the Papaya Down"

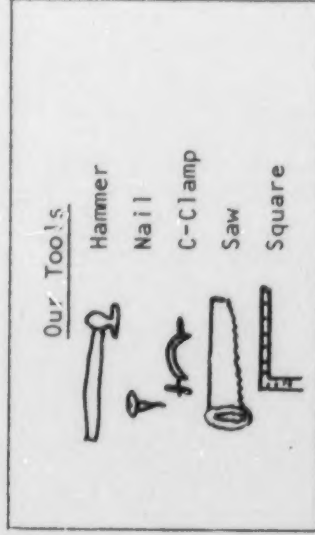
Game: Language Kit--A
Roadside Market

Filmstrip: The Grocer
Shopping for Groceries

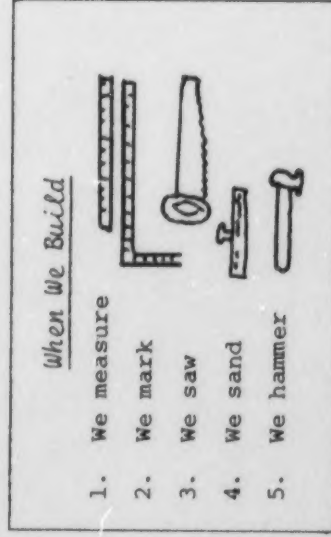
Harcourt: pp. 79-83

Generalizations	Concepts & Settings	Evaluation
	Spending Thrift Interdependence Competition Milk processing Health <u>Settings</u> Supermarket Community Commercials Dairy Farm	The children can compose a commercial, demonstrating good competition. The children can make purchases and spend their money wisely.

7. If you are planning on constructing with wood, it would be necessary to introduce the tools to the children the first time. Discuss shape, size, use, and storage place. Also demonstrate safe handling and have the children demonstrate also. Give the children opportunity to handle the tools and place them in their proper place. A chart might be developed with the children:



Another chart might look like this:



C. (continued)

MAIN IDEA: Individuals use the human and economic resources available to them.

FRAMEWORK STATEMENT: Mankind: Man's Distinctive Characteristics

OBJECTIVE: The children will demonstrate a knowledge of a family's needs and the ways in which it satisfies them; and they will demonstrate an understanding of the interdependence of people in families and communities by illustrating, listing, constructing and dramatic play.

Learning Activities and Teaching Strategies

CONSTRUCTION: Set up a supermarket in the classroom. (See Teachers Notes page 20)

- Committee 1: Sets up counters and shelves (desks, empty crates, etc.)
- Committee 2: Prints price tags
- Committee 3: Makes money and wallets
- Committee 4: Makes advertisements and commercials (Have this committee watch papers for store ads to see format. Let them make own ads with pictures and prices.)

Have the children watch TV for commercials advertising food or supermarkets. Discuss competition. Ask: *What did you see? Businessmen watch very carefully what other businessmen who are in the same business are doing. Why do you think this is so? Is this (competition) good? Why? Have these children make up a commercial for their own store.*

When the store is ready, have children bring empty cans and boxes from home to stock the shelves. Have the committee price the items, display signs, and distribute money. Plan ahead standards to work in this area and demonstrate the first visit by role-playing. Precede this activity with concepts about money and giving change.

GAME: I am going to the supermarket.

I will buy a b _____. Continue with other beginning consonants.

GAME: We are having a party for a monkey (any animal you choose). What will we need to buy at the supermarket?

ACTIVITY: Dramatize The Little Red Hen

Another possible field trip: Go to a dairy farm if one is in your vicinity. Some activities to develop these concepts are: A mural - Milk From Cow to Bottle; a mobile - Tools and Machinery; cooking - instant pudding, ice cream, butter.

FLOOR MODEL COMMUNITY: Add a supermarket, a bakery, a dairy farm, a restaurant

TO LEAD INTO NEXT UNIT - TRANSPORTATION. Ask: How do goods get from the farm and dairy to stores and restaurants?

Materials

Stone: Voices of Tools and Machinery, 38-39, 56-57

Books:

Franklin, Food From Farm to Family

Black, This Is the Bread That Betsy Ate

Floethe, The Fisherman and His Boat

Greene, I Want to Be a Baker

Film-strip: Getting Food Ready for Market

Picture Sets:

Bakery

Supermarket Helpers

Exhibits:

Cereal samples

Flour samples

Grains

Wheat

Picture Sets:

Dairy Helpers

Dairy

Exhibits: Churn

Song: Ex. Music - "David Dillie Dow"

Poems: The Purple Cow

The Cow

Laidlaw, Families and Social Needs, page 16

Generalizations	Concepts & Settings	Evaluation
	Transportation Traffic conditions Progress Expansion Commuting Interdependence <u>Settings</u> Family Family commut- ing Highway con- struction Neighborhood Community Cars Trains Buses, trucks Airplanes Boats	The children can generalize about crowded conditions on our highways. The children can see the cause and effect of progress and expansion. The children can infer and generalize about different means of transportation and their effects on their lives. The children can list, group, label and generalize about how food is transported.

D.

MAIN IDEA: Individuals use the human and economic resources available to them.

FRAMEWORK STATEMENT: Mankind: Man's Distinctive Characteristics

OBJECTIVE: The children will demonstrate a knowledge of a family's needs and the ways in which it satisfies them; and they will demonstrate an understanding of the interdependence of people in families and communities by illustrating, listing, constructing and dramatic play.

Learning Activities and Teaching Strategies

Display those pictures about TRANSPORTATION from opener activity. Discuss what they see in the pictures. Ask: How many cars does your family have? How does your family use your cars? Why do you suppose we need so many gas stations? Are there any new gas stations being built in your area? Ask the reason for this.

Have the children ask their parents about traffic going to and from work. Tell them to find out:

1. How long it takes to get to work?
2. How long it would take in the middle of the day?
3. What time they leave?
4. What time they get home.

Have the children report on findings and tabulate on the board:

Leave	Return
6:00-6:30 //	5:00-5:30 //
6:30-7:00 //	5:30-6:00 //
7:00-7:30 //	6:00-6:30 //
7:30-8:00 /	6:30-7:00 //

Ask the children what they have learned from the tabulation. Let the children dictate a chart story to summarize the information. For example:

Going to Work

Most of our parents go to work around _____ in the morning. Most of them come home about _____ at night. The highways are crowded in the morning and at night. It takes longer to get to work when everyone is going at the same time.

The strategies used in this activity are: intake of information, organizing information and inferring and generalizing.

Ask: Do you notice any new highways or roads being built near our community? Why do you think this is happening? What makes you say that? What do you think will happen to our community when the new highway is finished? Why do you think that? What can you say about the reasons for the new roads and what will happen to our community?

Materials

Song: Exploring Music,
"Morningtown Ride"

Picture Set: Highway Construction

Film: Building a Freeway

D. (continued)

MAIN IDEA: Individuals use the human and economic resources available to them.

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FRAMEWORK STATEMENT: Mankind: Man's Distinctive Characteristics

Learning Activities and Teaching Strategies

GAME: Cars

Procedure: Have children make a circle. Give the name of one of four different cars to each child in succession. Example: Ford, Volkswagen, Mustang, Chevy). Tell them to be sure to remember their names and to listen carefully. Stand in the center, which is the USED CAR LOT. Call out the names of two cars (Chevy, Ford). These children chase each other around the outside of the circle and try to get back to their places before anyone of them tags him. If they get tagged, they must go to the Used Car Lot. When only a few are left, end the game.

Ask: What are some other ways you have seen neighbors go to work? What are some ways they have gone on a trip or vacation? List these answers on the chalkboard or butcher paper. Before listing, you might want to show the pictures. Ask: What do you think might happen if all the highways were closed at vacation time? Have the children draw pictures of their reactions. Let the children display their pictures and tell about their ideas. Give the other children an opportunity to react.

Refer to the initiating question: How do foods get from the farm and dairy to the stores and restaurants?

Show film and/or filmstrip. Use pictures to aid discussion. Have children draw pictures to answer question. Ask: What do you see here? Are there any pictures we can put together in a group because they are alike in some way? Why do you think that? (Group as long as the children can see similarities.)

Who can think of a good name for this group? (Name all groups.) Do you see any pictures that might go with another group? Why do you think that? Is there any group that might go into another group? Why do you say that? When the children are satisfied with their subsuming, ask: Do you see any new and different way we can group these pictures? Why do you think so?

Materials

Songs: Exploring Music
"Little Red Caboose"
"Since Others Do So Much for Me"

Growing With Music
"Pufferbilities"
"Little Red Caboose"
"Old Brass Wagon"

Poems:

Highways
I Want to go Traveling
Song of the Train
The Red Caboose
The Local
Rides

The Airplane
Airplane

Slides:
Trucks, Heavy
Trucks, Light

Stone, Voices of Tools and Machines, pp. 24-27, 52-53

Film:

Passenger Train
Transportation by Bus
Airport-Passenger Flight

Picture Sets:

Colorful Train
Airliners
Airport
Boats and Ships

Generalizations	Concepts & Settings	Evaluation
	Neighbors Attitudes Feelings Values Transportation Travel <u>Settings</u> New home Neighborhood Children in class Friends Neighbors Neighborhood Simulation Mexican children	The children can make inferences about the feelings of others. The children can reach conclusions about how to solve social problems. The children can use a simulation experience to generalize about helping others. The children should begin to generalize that people in Mexico have many of our commodities and services and face many of our same problems.

8. FEELINGS, ATTITUDES and VALUES

This strategy is designed to provide students with practice in:

- a. Exploring feelings--their own and others.
- b. Considering various approaches to solving disputes among persons and groups.
- c. Analyzing the values held by people--including themselves.

EXPLORATION OF FEELINGS

This strategy requires children to:

- a. Enumerate data from a story, a real or a fictional event, etc.
- b. Make inferences about the feelings of the characters in the story, people in the event, etc.
- c. Explain why the characters in the story or the people in the event might feel as they do.
- d. Relate the feelings identified and described, to similar emotional experiences they have had.
- e. Describe how they felt.
- f. Explore reasons they felt as they did.
- g. If appropriate, to the situation studied as well as the purpose of the discussion, children can then compare their feelings with the feelings of other people in similar situations or at similar times and, finally, conclude about feelings of people in general.

D. (continued)

MAIN IDEA: Individuals use the human and economic resources available to them.

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FRAMEWORK STATEMENT: Mankind: Man's Distinctive Characteristics

Learning Activities and Teaching Strategies

Materials

Exhibit: Ocean Liner
Poems: Tippet, James S.
Community Trains
Films: The Truck Driver
The Freight Train
Picture Sets:
Air Freight
Diesel Trucks
Land Transportation
Transportation
Transport Trucks
Trucks
Cargo Ships
Harbor Freight Loading
Exhibit: Harbor Freight Barge
Lockheed 14 Transport
Freight Train Set
Fruit Express

Books:
Franklin, From Place to Place
Piper, The Little Engine That
Could

Thompson, Vivian L., Sad
Day, Glad Day

Refer to the new houses just completed in their neighborhood. How do you think a new child might feel moving into our neighborhood? Suppose he were moving from a farm? Suppose he were moving from a big city like Los Angeles? Suppose he were moving from the East? What reasons do you think they might have for moving here? What problems might they have?

Read story to the children.⁸ Tell them to listen carefully to hear: 1) Why the family was moving. 2) How different people behaved on moving day.

D. (continued)

FRAMEWORK STATEMENT: Mankind: Man's
Distinctive Characteristics

MAIN IDEA: Individuals use the human and economic resources available to them.

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Learning Activities and Teaching Strategies

Materials

ASK: What happened in the story? How do you think Kathy felt? Why do you think she would feel this way? Who has a different idea about how she felt? How did Mother (Father) feel? Has anything like this happened to you? How did you feel? Why do you think you felt that way?

ROLE-PLAYING: A few volunteers might role-play how someone could have helped Kathy. Another possibility is how to help a new child in school.

Have the children express their own experiences with this problem. Let them explore their feelings and the feelings of those involved. Help them to generalize about the feelings of people in this circumstance.

ACTIVITY: Pass around a picture of a neighborhood and say, "Jimmy left home thirty minutes ago to go to the store for Mother. He has just moved to this community. He turned down the wrong street, and has just discovered he is lost. Look at the picture carefully. How many clues can you find that might help Jimmy get home?"

WHEN I WAS LOST

Underneath my belt
My stomach was a stove
Sinking was the way I felt
and hollow
and alone.

What means of transportation will the people use to move into their new house?
What workers will help with the moving? What equipment will they use?

FLOOR MODEL COMMUNITY: Add car, truck, train, plane, bus, boat and harbor.
You will be constructing with wood. (See Notes to Teachers 7, page 20)

Have the children ask their parents about how people travel and goods are delivered in Mexico. Ask: How do the people who live in the country get to the cities to do their shopping? How do they go on vacations? How do they get their food to markets?
The children can give an ORAL REPORT, with pictures or realia or models to illustrate. They might use the picture sets to help with the presentation.

Add this data to the retrieval chart. Add any new words to the vocabulary chart.

Ventura County Guide,
Home and Community

Picture Sets:
Mexico--The Cities
Mexico--The Countryside
Mexico in Color

Slides:
Mexico, People of Southern
Tropical Regions
Mexican Children

Generalizations	Concepts & Settings	Evaluation
	Need for and uses of money Recreation Spending Workers Interdependence Vacation Leisure Neighbors <u>Settings</u> Family Children in class Neighborhood Factories Children in Mexico	The children can state ten forms of recreation and tell whether it costs money or not. They can generalize about the worth of each. The children can generalize about how having fun may cost money and infer the worth of certain recreation. The children can infer how workers need vacation time to alleviate the work cycle. The children can report to the class by explaining about a trip or vacation they took. They can use good sentences and speak in a clear voice. The children can name ten kinds of recreation found in their own community and five places to which they could travel to find recreation. The children are able to follow directions to learn a new game. They can plan and perform for others.

E.

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FRAMEWORK STATEMENT: Mankind: Man's Distinctive Characteristics

Learning Activities and Teaching Strategies

RECREATION: Display those pictures about recreation from the opener activity. You might want to use other pictures to have a better discussion. Have the children study the pictures and look for: 1) Things they wonder about and would like to ask questions about, 2) What the children are using, 3) Whether it costs much money.

Give small groups an opportunity to ask any questions they have about the pictures. As each group tells about its picture, ask the total group such questions as: What else do you see that you think is important? What different idea do you have about this picture?

After the children have had an opportunity to see and ask any further questions about the pictures, ask: Which of these things have you done? What things did you need to play that game?

Have the children make up a simple game. Let them play it without rules. Evaluate and see if they can improve it in any way.

Have the children notice on TV some ways families have fun; to watch as they go home to see how other children are having fun. The next day give the children an opportunity to exchange what they saw on TV and on the way home. Ask: Which of those things cost money? Suppose you only had a little money, which would you buy? Why would you do that?

Ask: What did you do for fun after you got home yesterday? Use the textbook to motivate the discussion around the workers responsible for the TV and the bicycle.

Ask: Do these workers stand or sit at their jobs? How might a worker feel after standing all day long? How might a worker feel after doing the same job over and over again all day long? What could they do to help them to work better?

DRAMATIC PLAY: Have some children be workers, one child be a boss. After working for a while, have the workers demand a vacation. After vacation, they are happy to go back to work once more. You might relate to school.

Ask: Where have you gone for a vacation? Have the children bring in postcards depicting places of interest and give a short report about their vacation. Have them plan

Materials

Picture Set: Laidlaw, People and Their Needs. Family at Work and Play. Pets

Laidlaw, People at Home pp. 44-45

Filmstrip: Family Fun

Harcourt: pp. 86-87

Stone, Voices of Families, pp. 38-39, 42-47, 50-51, 54-55, 58-59, 62-63

Stone, Voices of Tools and Machines, pp. 22-23, 32-33 58-63

Poem: Baruch, Dorothy Different Bicycles Jacobs, Leland, Fun-Go-Round

E. (continued)

MAIN IDEA: Individuals use the human and economic resources available to them.

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Learning Activities and Teaching Strategies

a display. Ask: *What else do families do to have fun?* Try to get as much variety as possible. (Museums, zoo, movies, etc.)

Show filmstrip and conduct a discussion about how these families vacations were like or different from those we mentioned before. Divide into two main groups to study and research **FUN IN OUR TOWN** and **FUN OUT OF TOWN**. The children can then be subdivided into different groups to report on **MUSEUMS**, **ZOOS**, **DISNEYLAND**, **CAMPING**, **PICNICS**, **HIKES**, **LITTLE LEAGUE**, etc. A list could be compiled and a book published and sent home to each child in the school.

FLOOR MODEL COMMUNITY: Add playground, zoo, theater.

Have these children explain some Mexican games their parents might have taught them. (*Pinata at Christmas.*)

Where do families in Mexico go on vacation? What kind of recreation can they find in their towns?

Learn a Mexican dance and some songs. *What do these songs and dances tell us about the people in Mexico?*

Have a fiesta and invite parents.

Add this information to the retrieval chart.

Add to vocabulary chart. This chart could be incorporated into a book. The children could illustrate it.

FRAMEWORK STATEMENT: Mankind: Man's Distinctive Characteristics

Materials

Filmstrips:

Our Parks and Playgrounds
Vacation Fun
Vacation Safety
A County Fair

Films:

Flying a Kite
Sailing a Toy Boat
Zoo Baby Animals

Songs: Exploring Music

"Goin' To The Zoo"
"Clapping Hands"
"Little White Duck"
"Little Cabin in the Woods"

Songs: Growing With Music

"Ball Game"
"Roller Skating"
"The Scooter"
"Swinging"

Scott Foresman, Family Studies
pp. 146-147

Songs: Exploring Music

"Shake the Papaya Down"
"Buenos Diaz"

Songs: Growing With Music

"Chiapanecas"
"Ring Ching Ching"

Generalizations	Concepts & Settings	Evaluation
	Clothing Senses Occupation Plants Interdependence Workers Production Specialization Progress Distribution of labor Climate Transportation Spending Neighbors Similarities Differences <u>Settings</u> <i>Children in room</i> <i>Family</i> <i>Wool</i> <i>Cotton</i> <i>Cotton seed</i> <i>Animals & Plants</i> <i>Factory</i> <i>Map</i> <i>Clothes</i> <i>Other cultures of children</i> <i>Retrieval chart</i>	The children can list different kinds of clothes and state when they should be worn. The children can make a comparison of fabrics and tell what kind of weather they are good for. The children can infer how certain kinds of clothes are made from certain fabrics. The children can name five articles of clothing made from wool. The children can list and compare wool to other fabrics. The children are able to name three resources that contribute to making wool clothing: sheep, people and machines. The children can name five articles of clothing made from cotton. The children can list some of the jobs that are involved in the manufacture of clothing. The children can name some of the plants and animals from which we get materials. The children can list the steps in the production of cloth.

F.

MAIN IDEA: Individuals use the human and economic resources available to them.

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FRAMEWORK STATEMENT: Mankind: Man's Distinctive Characteristics

Learning Activities and Teaching Strategies

CLOTHING: Display those pictures from opening activity. Discuss the different kinds of clothes. You might want to display additional pictures to aid discussion.

Ask: *How are they alike? How are they different?* Have the children feel different fabrics and express how they feel. Here is another opportunity to use the FEELY-BEELY box.

Develop language charts such as: as soft as _____; as rough as _____; as smooth as _____; etc. Discuss the color and patterns. GAME: *My dress is as red as a _____*; *My shirt is as speckled as a _____*.

Ask: *Do we wear the same kind of clothes all the time? When do we use different clothes?* (play, church, seasonal change)

Bring samples of different kinds of fabrics. Ask: *When might you wear clothes made of this fabric? Is it heavy or light?* Have the children cut pictures from magazines or catalogs. Have them plan a display about clothes for a variety of conditions: (Ex. *weather conditions, climate, occupations, play, special occasions*) If there is a large variety, you might make a booklet.

ASK: *What are our clothes made from? What would you make a coat from? Why? What would you make a summer shirt from? Why? Where do we get wool from?* (See page 24 of textbook. Children should discuss what clothing they have made from wool. Have them check labels at home and report the next day. Use the wool samples to compare with other materials. Use a magnifying glass to note threads. Develop a chart comparing and contrasting the different materials.

Discuss sheep herding as an occupation. *Where would the shepherd live?* Use textbook to further discussion. If there is a sheep ranch close by, you might plan a visit; or just acquire a wool sample to show to the children.

Where do we get cotton from? See pages 18-23 of the textbook. Children should discuss what clothing they have made from cotton. Have them check labels at home and report the next day. Try to acquire a cotton ball for the children to handle and feel. Give each child a small ball of cotton. Tell them that they can pull off a small quantity, and by twisting it in their fingers, make yarn.

Materials

Films:

Clothing

The Clothes We Wear

Filmstrip:

What Do You Wear?

Book: Franklin, Clothes

From Head to Toe, pp. 4-11

Picture Set: Laidlaw - 10

Poem: Milne, Happiness

Song: Growing With Music

"Johnny's Jeans"

Stone, Voices of Tools and

Machines, pp. 18-19, 20-21

Franklin, Clothes from Head

to Toe, p. 24

Picture Set: Laidlaw - 11

Magnifying glass

Wool samples

Harcourt: p. 84

Poem: Worthington, Kim,

I Held a Lamb

Franklin, Clothes From Head

to Toe, pp. 18-23

Picture Set: Laidlaw - 11

F. (continued)

MAIN IDEA: Individuals use the human and economic resources available to them.

FRAMEWORK STATEMENT: Mankind: Man's Distinctive Characteristics

OBJECTIVE: *The children will demonstrate a knowledge of a family's needs and the ways in which it satisfies them; and they will demonstrate an understanding of the interdependence of people in families and communities by illustrating, listing, constructing and dramatic play.*

Learning Activities and Teaching Strategies

Discuss cotton farming as an occupation. Discuss dressmaking as an occupation. The textbook, page 85 offers some good suggestions.

You and the children may wish to try growing some cotton. Use a flat. Plant seeds in a planting mix and put the flat outdoors. It is possible for each child to grow his own seeds in a cut-down milk carton. Keep a record of the growth. A large poster made to show plant parts could have the parts named as they appear in growth.

You may want to pursue similar activities with other fabrics, such as: *silk, leather, rubber, etc.* The textbook offers many suggestions.

You may wish to raise silkworms in the classroom. Listed below are several sources for obtaining silkworm eggs:

Audubon Center of Southern California Dahl Company
1000 North Durfee Road 2017 Second Street
El Monte, California (spring only) Berkeley, California 94710

Francis Munger
519 Mar Vista
Whittier, California

Have the children investigate many sources of these fabrics. For those children who are having difficulty reading, the listening post may be set up with material from the textbook. Here is a list of fabrics and the pages on which the information is found:

Cotton - pp. 18-23; Wool - pp. 24-26; Silk - pp. 27-28; Rubber - pp. 37-39;
Leather - pp. 40-42.

Have the children plan a display of the various plants and animals and the material they provide.

You may want to pursue how the fibers are made into cloth. Use the textbook to aid discussion. Let the children do some simple weaving. Take a piece of cardboard about 8"x10". Make slits about $\frac{1}{4}$ " deep and $\frac{1}{4}$ " apart, across the top and bottom of the card. Tie a string to the corner and thread it back and forth between the slits across one side of the card. Weave yarn or thread in and out of the strings. When finished, slip off the card.

Materials

Harcourt, p. 85

Seeds
Planting mix
Cut-down milk cartons

Silkworms

Franklin, Clothes From Head to Toe

Film: Cloth-Fiber to Fabric
Filmstrip: The Clothing Factory

Cardboard 8"x10"
String

Generalizations	Concepts & Settings	Evaluation
		The children can infer and generalize how modern machinery has brought about change. The children can make inferences about how machines have improved production and made life easier for many of us. The children can list six specialists who helped Pelle make his suit. The children can make inferences about climatic conditions necessary for sheep-raising and cotton-growing. They can list several means of transportation which could take the wool and cotton to the stores. The children can list, group, label, subsume and generalize about where we purchase clothing. The children can list the steps in making clothes with a sewing machine and infer about time-saving machines. The children are able to fit the pieces of a pattern together to look like the finished product. The children can demonstrate by creative dramatics the concepts they have learned about the culture of Mexico.

F. (continued)

MAIN IDEA: Individuals use the human and economic resources available to them.

OBJECTIVE: The children will demonstrate a knowledge of a family's needs and the ways in which it satisfies them; and they will demonstrate an understanding of the interdependence of people in families and communities by illustrating, listing, constructing and dramatic play.

FRAMEWORK STATEMENT: Mankind: Man's Distinctive Characteristics

Learning Activities and Teaching Strategies

You may want to compare modern machinery with a hand loom. Use the picture to aid in the discussion about primitive means of weaving cloth.

Compare the time it took us to weave our materials with the information collected about the big machines in the factory. Discuss the methods on page 54 with the big machines. Have the children infer how machines have brought change.

Read the story. The children can discuss the idea of specialization. Discuss how each person did the one special job that he was best suited for. Dramatize the story.

Find a map that shows sheep raising, and cotton farming. This map should also show climatic conditions. There is a good one on page 56 of the textbook. Discuss what kind of climate is best for sheep raising and cotton growing. Also discuss the location of factories and harbors. Have the children make inferences about these choice locations. You might also have them make inferences about how the wool and cotton get to the factories.

ASK: Where do we get our clothes? Have the children make a list of all the different kinds of stores where clothing is sold. ASK: Do you see any items that might go into a group because they are alike in some way? Why do you think that? After the children have finished grouping, ask: What name can we give to this group? Continue until all groups are named. Then ask: Do you see any items that might go into another group also? Do you see any groups that might go into another group? Finally, ask: Do you see a new and different way in which we might group these items?

ASK: Can anyone think of any place else where we might get out clothes? (Mother sews) Have the children discuss where she gets the material, how she knows how to put the pieces of clothing together, what kind of machine she uses, and approximately how much time it takes her. Bring a pattern to the classroom and help the children to put the pieces together to form the clothing. Discuss what other material Mother uses to make clothes. Perhaps the children might be interested in making covers for the backs of their chairs. Measure the backs, make a basic pattern, have the children cut out the material, and sew their own cover. Even the boys enjoy this activity.

Materials

Stone, Voices of Tools and Machines

Franklin, Clothes From Head to Toe, p. 54

Book: Beskow, Elsa, Pelle's New Suit

Franklin, Clothes From Head to Toe, p. 56

Pattern
Material

F. (continued)

MAIN IDEA: Individuals use the human and economic resources available to them.

FRAMEWORK STATEMENT: Mankind: Man's
Distinctive Characteristics

OBJECTIVE: *The children will demonstrate a knowledge of a family's needs and the ways in which it satisfies them; and they will demonstrate an understanding of the interdependence of people in families and communities by illustrating, listing, constructing and dramatic play.*

Learning Activities and Teaching Strategies

Have these children tell about the clothes that are worn by the farmers in Mexico.
Discuss the kinds of clothes seen in the picture about the fiesta.

Display the exhibits from the County Library and discuss their purposes. If these children have any clothes or costumes at home, either theirs or their parents, ask them to model them at school. Discuss their material, colors, and purposes. Relate any information to what they have just learned about materials. Perhaps the boys might want to make a serape and the girls a mantilla.

Let the children make up a play about life in Mexico and wear their costumes and perform for another class. Write an invitation and serve some Mexican refreshments.

Add data to retrieval chart.

Add to vocabulary chart or booklet.

Do one category at a time. Ask: *What do you see? What do you see that is different? What is important about these differences? What do you see that is alike? What do you think is important? Why do you think there are these differences? From what we have been talking about, what can you say about Mexico and the United States?*

Materials

Picture Sets:

Rural Mexico

Mexico-Crafts and Industries

Poster:

Girl and Boy in Native Costume

Slides: Mexican Children

Exhibits: Clothing & Dolls

Material for serape, mantilla

Hat, Ranchero's Hat, Sombrero

Generalizations	Concepts & Settings	Evaluation
	Interdependence Critical Thinking Expansion Creative Thinking <u>Settings</u> <i>Community</i> <i>Children in room</i> <i>Future</i> <i>Space</i>	The children will be able to answer questions about their community based on their research. The children can demonstrate a knowledge of workers in a community by pantomiming their actions. The children can predict an event by applying previously learned generalizations. The children can apply their ability to infer in simulation type discussions. The children can make predictions based on the result of their study and the generalizations made concerning expansion and progress. Using their imagination, the children can draw pictures and write stories predicting what community life and transportation will be like in the future.

9. APPLICATION OF GENERALIZATIONS

This strategy consists of applying previously learned generalizations and facts to explain unfamiliar phenomenon or to infer consequences from known conditions. The task encourages students to support their speculations with evidence and sound reasoning. The steps of this strategy are:

- a. Make predictions*
- b. State explanations, identifies relationships*
- c. Verifies prediction. Identifies facts necessary to prediction.*
- d. Makes predictions about consequences of previously-made predictions.*

This pattern of inviting predictions, requiring explanations and identification of necessary conditions, is continued until the teacher decides to terminate the activity.

G.

FRAMEWORK STATEMENT: Mankind: Man's Distinctive Characteristics

MAIN IDEA: Individuals use the human and economic resources available to them.

OBJECTIVE: The children will demonstrate a knowledge of a family's needs and the ways in which it satisfies them; and they will demonstrate an understanding of the interdependence of people in families and communities by illustrating, listing, constructing and dramatic play.

Learning Activities and Teaching Strategies

Materials

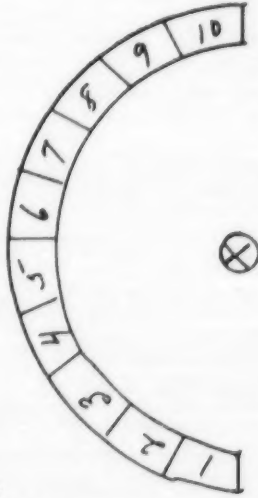
To review what the children have been studying, you might want to play this game:

TOSS AND ANSWER

Purpose: To reinforce knowledge of interdependence in a community.

Materials: A half circle drawn or taped on the floor, about ten feet in circumference, with equal numbered divisions. A circle in front of the half circle, large enough for a child to stand in. A bean bag. Cards with statements about the community, with a number on the back of each, corresponding to the numbers on the half circle.

Procedure: "We're going to have some fun. Do you see this game I have drawn on the floor? One person stands in the little circle and tosses the bean bag into one of the numbered parts of the half circle. You will have three chances to hit a number. When you do, find the card with that number on it and answer the question."



Samples of questions on cards:

1. How does food get to the restaurants?
2. How does fish get to the market?
3. Where does clothing come from?

Here is a game to help reinforce the concept of interdependence in a community:

WFO AM 1?

Procedure: Divide the class into small groups. Give each the name of a community helper we have studied, that affects their lives. Each group decides how they will pantomime the activities of their community helper, in order that the rest of the class might guess who he is.

Adaptation: A follow-up activity discussion could be "How would our community lives be changed by the absence of this person.?"

Bean Bags

Cards with statements

G. (continued)

IDEA: Individuals use the human and economic resources available to them.

FRAMEWORK STATEMENT: Mankind: Man's Distinctive Characteristics

TIVE: The children will demonstrate a knowledge of a family's needs and the ways in which it satisfies them; and they will demonstrate an understanding of the interdependence of people in families and communities by illustrating, listing, constructing and dramatic play.

Learning Activities and Teaching Strategies

Materials

FINISH THE STORY

Procedure: Discuss what course of action could be taken if any of the following situations occurred. What alternatives could be considered? 1) You walked to the store for Mother and it was closed. She badly needed the item for which you were sent. 2) A new student is in your class. 3) Mother is not there when you come home from school.

Application of the children's generalization about the effect of expansion on their community.

ASK: What do you think our community will be like fifty years from now? What makes you think that? What would be needed for that to happen? If, as you said, this happened, what do you think would happen as a result of that? (or, What do you think might happen then?) Continue this sequence until you feel you have explored this generalization enough.

Have the children draw pictures and write original stories about life in the future. You might start them off with:

As I landed on the new runway of the interspace heliport, I

You might start them off with a poem such as:

When airplanes get as thick as cars,
And people ride from Earth to Mars,
Will traffic lights be made of stars?

Generalizations	Concepts & Settings	Evaluation
PEOPLE EVERYWHERE HAVE CERTAIN BASIC NEEDS AND WANTS, BUT HOW THEY MEET THEIR NEEDS DEPENDS UPON THEIR ENVIRONMENT AND CULTURAL LEVEL.	Differences Conflict Cultural change Neighbors Tradition Human Worth Respect Roles <u>Settings</u> Classroom Neighborhood Community Family Ancestors	

H.

MAIN IDEA: Children are similar in many ways. Their uniqueness stems from basic cultural characteristics

OBJECTIVE: *The children will demonstrate an understanding of individual's similarities in structure, but differences in physical appearances, noting that personal worth does not depend on physical attributes, but inner qualities, by illustrating, listing, dramatic play and observing.*

FRAMEWORK STATEMENT: Mankind: Man's Distinctive Characteristics

Learning Activities and Teaching Strategies

Materials

NOTE: Time did not permit the further development of the learning activities and teaching strategies and materials to support the above Main Idea and Objective.

Generalizations	Concepts & Settings	Evaluation
A PEACEFUL WORLD BASED UPON MUTUAL RESPECT AND UNDER- STANDING; COOPERATION AMONG INDIVIDUALS AND GROUPS IS ESSEN- TIAL TO THE WELL- BEING OF PEOPLE EVERYWHERE.	Conflict Cooperation Power Rules Societal control Values <u>Settings</u> School Playground Neighborhood Home Community Health Safety	

H. (continued)

MAIN IDEA: Rules are necessary for our health and safety. People cooperatively make and enforce rules for the benefit of all.

OBJECTIVE: *The children will demonstrate an understanding of the necessity for rules at home, in school, and in their neighborhood by observing, reading, listing, illustrating, dramatic play, and constructing.*

FRAMEWORK STATEMENT: Mankind: Man's
Distinctive Characteristics

Learning Activities and Teaching Strategies

Materials

NOTE: Time did not permit the further development of the learning activities and teaching strategies and materials to support the above Main Idea and Objective.

Generalizations	Concepts & Settings	Evaluation
WAYS IN WHICH PEOPLE SOLVE THE PROBLEMS OF TODAY AND TOMORROW ARE INFLUENCED BY THEIR CULTURAL HERITAGE; INSIGHT INTO THE PROBLEMS OF THE PAST GIVES DIRECTION TO DECISION-MAKING FOR THE FUTURE.	Tradition Values Cultural Change Causality <u>Settings</u> Family Ancestors Past experiences Time relationships	

H. (continued)

MAIN IDEA: People learn from their past; different people are products of different pasts.

OBJECTIVE: *The children will demonstrate an understanding of cultural heritage by observing, listing, dramatic play and illustrating.*

FRAMEWORK STATEMENT: Mankind: Man's
Distinctive Characteristics

Learning Activities and Teaching Strategies

Materials

NOTE: Time did not permit the further development of the learning activities and teaching strategies and materials to support the above Main Idea and Objective.

Generalizations	Concepts & Settings	Evaluation
THE WORLD IN WHICH WE LIVE IS CONSTANTLY CHANGING; PEOPLE MUST ALTER THEIR WAYS OF MEETING NEEDS AND SOLVING PROBLEMS TO MEET CHANGING CON- DITIONS	Causality Cooperation Environmental Differences Physical Differences Modification <u>Settings</u> Community United States Urban and rural areas Cold and hot regions Favorable and unfavorable climates	

H. (continued)

MAIN IDEA: People learn to adapt to the environment in which they live.

OBJECTIVE: *The children will demonstrate an understanding of geographical differences and environmental pressures by observing, listing, illustrating and constructing.*

FRAMEWORK STATEMENT: Mankind: Man's
Distinctive Characteristics

Learning Activities and Teaching Strategies

Materials

NOTE: Time did not permit the further development of the learning activities and teaching strategies and materials to support the above Main Idea and Objective.